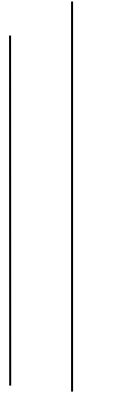


**Tracer Study Report**  
of  
**Graduates and Postgraduates**  
2075 B.S. (2018 A.D.)

Submitted to:

**University Grants Commission, Nepal**



By

**Drabya Shah Multiple Campus**

Laxmibazar, Gorkha

December, 2019

# **Drabya Shah Multiple Campus**

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## ACKNOWLEDGEMENTS

This tracer study report is result of teamwork among campus management committee, campus administration, faculties, graduates and university grants commission. We would like to acknowledge the valuable input from the campus management committee for encouraging us to complete the task in time. Similarly, we are grateful to the campus administration for providing information needed to complete the task.

We are grateful to Mr. Ram Chandra Duwadi, Mr.Kushal Lal Shrestha, Mr. Krishna Prasad Parajuli for their hard work to contact the graduates working in home and abroad and shape the report in this form. The tracer team is also grateful to the all the graduates of 2018 for their willingness to participate in the study.

Lastly, we are grateful to the University Grants Commission for providing guidelines and support to prepare this report.

December 15, 2019

Mr. Dharma Jung Thapa  
Coordinator  
Tracer Study Committee,  
Drabya Shah Multiple Campus

## **Executive Summary**

This tracer study is a follow up study of the graduates and postgraduates of Drabya Shah Multiple Campus in academic year 2018 A.D. It is carried out by the institution to identify the current status of graduates and postgraduates. The main objective of the study is to provide information to DMC about the employment status and further study status of graduates, and strength and weakness of the overall education delivery mechanism of the institution.

This study covers three graduate and two postgraduate level programs of DMC namely; Bachelor in Business Studies (BBS), Bachelor in Arts (BA), Bachelor in Education (B.Ed.), Master in Business Studies (MBS), and Master in Arts (MA, Nepali). Purposive sampling technique is used to collect useable data from 30 graduates and 5 postgraduates. Tracer study committee members, non-teaching staffs and ex-students have been activated to collect data through direct visit, telephone interview, and electronic media. The survey instrument is a set of questionnaire designed by the UGC, Nepal. SPSS program is used to analyze the collected data from the respondents. Quantitative data are analyzed through frequency and percentage.

The study is organized into two meaningful sections. The first section presents description of respondents based on academic programs, respondents' demographic characteristics, employment status and persuasion of further study of respondents. The second section describes the respondents' perceived ratings on quality measures of DMC.

### **Key Findings**

#### **Employment Status of Respondents**

This study has explored the employment status of the graduate form DMC in 2018 A.D. Out of total respondent graduates, 56.4 percent graduates are found employed in different banks, financial institutions, School, Government services, NGO/INGO and other private firms whereas 48.6 percent graduates are seemed still unemployed.

## Further Study Status of Graduates

This study reveals that out of total respondent, 34.3 percent graduates went for further study and 65.7 discontinued their study. The further study rate of graduate is lower than the fifty percent of total graduates. All of them are enrolled in T.U. But rest of the respondents are not getting enrollment for further study. They enrolled for the program like MBS, M.Ed. and MA.

## Profile of Respondents

The statistical data of this study reveals that out of total respondent graduates, almost half of the graduates are from the upper caste category, which includes Brahmins, Chhettri. Janajati and Indigenous caste includes Gurung, Magar, Newar, Ghale Lama etc. They occupy little less than half of the graduates. Only 8.6 percent of the graduates are Dalit. Regarding on gender of

## Responses on Quality Measurement of DMC

This study explored perceived ratings of respondents on different quality measures i.e. relevance of the program to the professional jobs, extracurricular activities, problem solving ability, work placement/attachment/internship, teaching/learning environment, quality of education delivered, teacher student relationship, library facility, lab facility, sports facility and canteen/urinal facility based on their personal knowledge and experience.

Regarding on quality education delivered, out of total respondent, almost three fourth of the respondent were satisfied with the quality of education imparted in the institution whereas 28.06 percent of the respondents were indifferent about the quality of education. Moreover, for relevance of the program to professional requirement, extracurricular activities, work placement, teacher-student relationship, sports facility, respondent graduates seem to be very satisfied and high rate of satisfied. But, regarding on library facility, lab facility and canteen facility of the institution, respondent graduates seem to be largely not satisfied. They have low rated for these facility.

## Conclusions and Recommendations

This tracer study has concluded that good number of graduates are employed. Many of them are pursuing higher education. Females are higher number of graduate than Males from DMC in 2018. Similarly, the graduates from B.Ed. program are more than other programs. The caste of the graduates does not seem inclusive since the percentage of upper caste is higher than other castes. Most of the graduates are satisfied with quality delivered education, but they are not satisfied with lab and library facility of the campus.

The graduate students have identified some areas of improvement in the campus. They have been recommended to improve the existing situation of the college. Existing infrastructure for teaching-learning program should be upgraded. The campus should have well- furnished classroom. Faculties should provide ICT-enhanced teaching/learning environment. Provision of regular class should be ensured and extracurricular activities should be conducted regularly. Moreover, the needed reforms should be initiated to attract students in the programs like B.Ed., BA and MA.

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## **Acronyms**

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B.Ed	Bachelor of Education
CMC	Campus Management Committee
DMC	Drabya Shah Multiple Campus
INGO	International Non-Government Organization
IT	Information Technology
NGO	Non-Government Organization
LAB	Laboratory
MA	Master of Arts
MBS	Master of Business Studies
TU	Tribhuvan University

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Drabya Shah Multiple Campus (DMC) was established in 1985 A.D. under the affiliation of Tribhuvan University as a community based, non-profit oriented, and non-governmental institution. The campus is committed to impart quality in higher education in Gorkha district. It has been marching towards its vision of 'Center of Academic Excellence' with the joint efforts of its stakeholders. The campus has its own clearly defined strategic plan. The main objective of the campus is to develop broadly educated, highly skilled and adaptable citizen to be successful in career with relevant knowledge and professional skill. It has run academic programs from grade XI to Master's degree in Humanities, Management, and Grade XI to Bachelors' Degree in education.

DMC is playing a leading role in the higher education of this region since its inception. It has already produced thousands of qualified graduates serving in various sector both inside and outside the country. The campus has frequently extended and modified its academic programs to meet the changing needs of community. Currently, the campus has run three graduate level programs-

Bachelor in Business Studies (BBS), Bachelor in Arts (BA), Bachelor in Education (B.Ed.), and two postgraduate level Programs-Master in Business Studies (MBS) and Master in Arts (MA, Nepali).

DMC has taken various initiatives for the all-round development of the institution. It is going through Quality Accreditation and Assurance (QAA) process under the guidance of University Grants Commission (UGC) to achieve academic excellence in higher education. The campus has initiated the process of its institutional and systematic reform. It has formulated and updated plan and policy of the institution to carry out specified responsibilities. The campus has been upgrading physical infrastructure aspiring to become a QAA certified campus in near future.

## 1.2 Rational of the Study

The rational and purpose of this tracer study is to identify the employment status of graduates of DMC. Hundreds of students graduated from DMC in past years. This tracer study is a follow up study of the graduates of 2018. It intends to find out employability of graduates in job market as well as their progress in further study. It aims to collect students' feedback and identify the graduates' contribution in the institutional development of the campus. The study will be fruitful to initiate changes in teaching- learning methodology of institution and over all academic environment of the institution. It will also be useful to Campus Management Committee to initiate reform programs to enhance quality of teaching-learning environment.

## 1.3 Objectives of the Study

The main objective of this study is to identify the current position of the graduates of DMC after completion of their study. Under the guideline of this main objective, this tracer study has following objectives:

- to find out employability of the graduates from the institution,
- to survey students institutional experience satisfaction,

- to collect the possibility of graduate contribution for the institutional development,
- to assess relevancy of study on jobs of graduates,
- to explore ratings of the graduates on overall teaching-learning environmental variables prescribed by UGC.

#### 1.4 Institution Arrangements to Conduct the Study

DMC has formed the tracer study committee with a coordinator and six other members. This study is designed and conducted by tracer study committee. The primary data was collected by mobilizing ex-students, non-teaching staffs and committee members. The report was finalized by the tracer study committee incorporating the suggestions of different stakeholders.

#### 1.5 Graduate Batch Taken for the Study

The graduate batch of 2018 was selected from DMC for this tracer study. Graduates from BBS, B.Ed., BA, MBS and MA were included in the study. Out of the 47 graduates, 35 graduates took part in the study.

#### 1.6 Study Design and Methodology

Descriptive research design has been used to conduct this study. The methodology adopted for this study is quantitative. Purposive sampling technique has been used since it covers the graduates and postgraduates of BBS, B.Ed., BA, MBS and MA (Nepali). The sample size of graduates is 35 out of 47 graduates. Tracer study committee members, non-teaching staffs, and ex-students were activated to collect data through direct visit, telephone interview, and electronic media. The survey instrument is a set of questionnaire designed by UGC Nepal to collect information of the graduates and post graduates. The questionnaire is both closed and open-ended.

#### 1.7 Data collection- Instruments and Approach

The selection of DMC graduates of batch of 2018 were identified from the administrative record of the campus. The graduates were invited to participate in the study. The tracer committee members and non-teaching staff distributed the questionnaire developed by UGC for tracer study purpose. It contained

both open ended and close-ended questions. The questionnaire was developed around key variables of investigation: employment and further study situation of graduates and postgraduates, and effectiveness of the programs.

## 1.8 Data Analysis and Report Writing

The collected data from 35 respondents were coded first and then entered into specially designed format in SPSS. Six points Likert scale with responses Excellent, Very Good, Good, Weak, Not Good and Weak (5= excellent and 0= weak) was used to collect responses of the graduates and postgraduates about quality of the academic programs that they completed, and teaching-learning environment of the campus. Descriptive analytical tools i.e. frequency and percentage were used to analyze the collected data.

## 1.9 Scope and Limitations of the Study

This study is limited to the graduates of the year 2018. The study tried to cover all of the graduates of the year 2018. However, 35 graduates participated in the study. This report covers employment status of the graduates, further study, their suggestions for institutional betterment, and their possible contribution to the institution growth. his study is completely descriptive. So, any significance test is not used to determine the relationship of variables.



## **CHAPTER - II**

### **DATA PRESENTATION AND ANALYSIS**

This chapter is organized in two major sections. The first section presents description of respondents based on academic programs, respondents' demographic characteristics, employment status and persuasion of further study of respondents. The second section describes the respondents' perceived ratings on quality measures of DMC.

#### **2.1 Distribution of Respondents**

##### **2.1.1. Distribution of Respondents based on Academic Program**

Out of total 47 graduates of 2018 A.D. (2075 B.S), the committee collected data from 35 graduates. The following table shows the distribution of respondents in different academic programs.

Table 2.1.1 Distribution of Respondents based on Academic Program

Program	Frequency	Percent
B.A	3	8.6
BBS	22	62.9
B.Ed	5	14.3
M.A	5	14.3
Total	35	100.0

Table 2.1.1 reveals that out of 35 respondents, more than half (62.9) of respondents are from BBS. Similarly, 14.3 percent respondent are from B.Ed, 8.6 percent from BA and 2.77 percent from M.A. The proportion of the respondents is in the following figure.

**Figure 2.1.1 Academic Program**

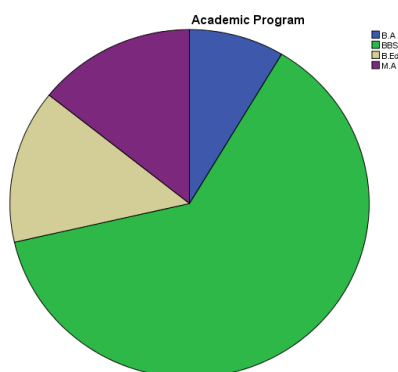


Figure 2.1.1 shows that more than half of the graduates are from B. Ed program and there are lower graduation rates in other programs.

### 2.1.2 Ethnicity of the Respondents

This section presents the demographic characteristics of the respondents. It describes caste and gender of respondents. The following table presents caste of the respondents:

Table: 2.1.2 Ethnicity of the Respondents

<b>Ethnicity of Graduates</b>		
Particular	Frequency	Percent
Upper cast	20	57.1
Indigenous	1	2.9
Dalit	3	8.6
Janajati	11	31.4
Total	35	100.0

Table 2.1.2 shows that almost half of the graduates are from the upper caste category, which includes Brahmins, Chhettri. Janajati and Indigenous caste includes Gurung, Magar, Newar, Ghale Lama etc. They occupy little less than half of the graduates. Only 8.6 percent of the graduates are Dalit.

The following figure shows ethnicity of the respondents:

Figure: 2.1.2 Ethnicity of the Respondents

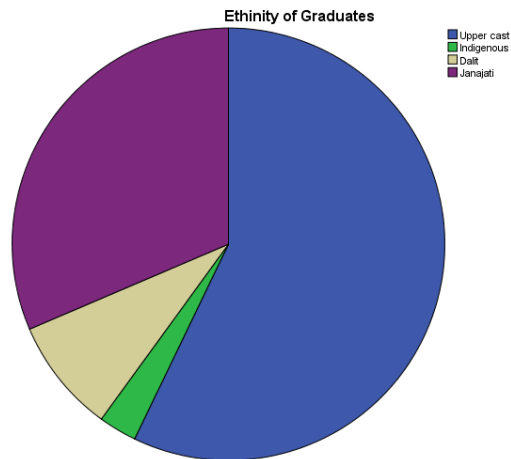


Figure 2.1.2 shows more than half of the respondents are from upper caste. Almost one third of the respondents are janajati.

### 2.1.3 Gender of the Respondents

The following table present the gender of the respondents.

Table: 2.1.3 Gender of Respondents

<b>Gender of Respondents</b>		
Particular	Frequency	Percent
Male	11	31.4
Female	24	68.6
Total	35	100.0

The above table 2.1.3 presents 68.6 percent graduates were female and 31.4 percent graduates were male. The following figure shows gender of respondents:

Figure: 2.1.3 Pie chart Showing Gender of Respondents

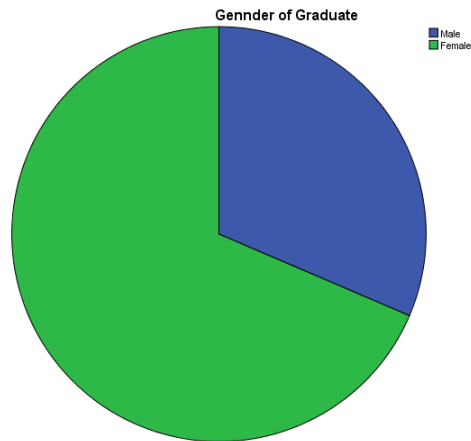


Figure 2.1.3 shows that female students graduated more than male students.

#### 2.1.4 Employment Information of Graduates

This section presents the employment status of graduates of DMC who graduated in 2017 A.D. The following table shows the status of the respondents.

Table: 2.1.4 Status of Employment of Respondents.

<b>Employment of the graduate</b>		
Particular	Frequency	Percent
Employed	18	51.4
Unemployed	17	48.6
Total	35	100.0

The above table reveals that 51.4 percent graduates were employed where as 48.6 percent were unemployed.

Figure 2.1.4 Status of Employment of Respondents

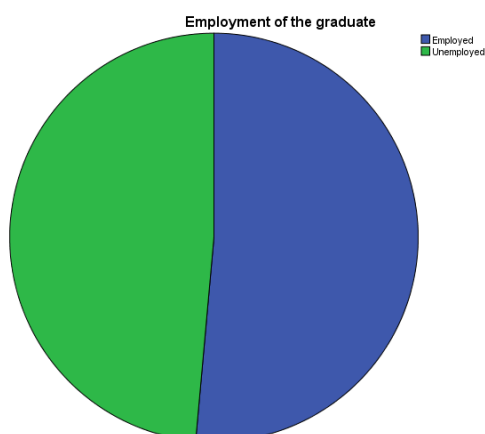


Figure 2.1.4 shows that a little more than half of the graduates are employed.

### 2.1.5 Graduates' Persuasion of Further Study

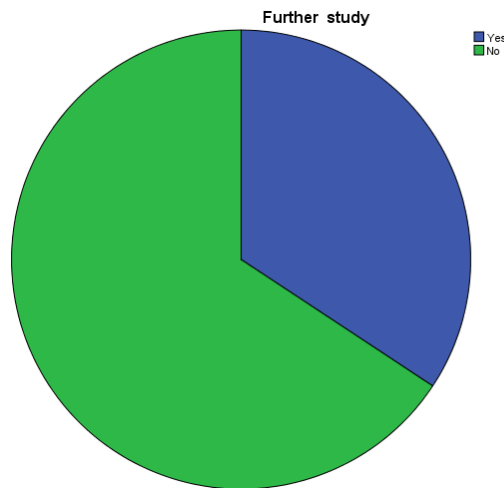
This section describes about the further study status of graduates. It presents enrollment of graduates in higher education in different disciplines in different universities and colleges. The following table shows graduates' persuasion of further study:

Table: 2.1.5 Graduates' Persuasion for Further Study

<b>Further study</b>		
Particular	Frequency	Percent
Yes	12	34.3
No	23	65.7
Total	35	100.0

Table 2.1.5 presents that only 34.3 percent graduates went for further study and 65.7 discontinued their study. The data can be presented in the following figure.

Figure 2.1.5 Graduates' Persuasion for Further Study



## 2.2 Student Perceive Rating on Quality Indicators

This section deals with the graduates' perceived value regarding quality measures of different dimensions of the institution. It describes the rating of graduates on different variables of the institution relating with its quality education delivery mechanism. This study incorporates eleven specific variables to evaluate the institutions strengths and weaknesses from the point of view of graduates. Moreover, this study considers seven specific variables to evaluate the effectiveness of the programs of study of the institution. The following table presents the ratings of respondents on relationship between academic knowledge they learned from the study and their jobs.

### 2.2.1 Ratings based on Relevance of the Program to Professional Requirement.

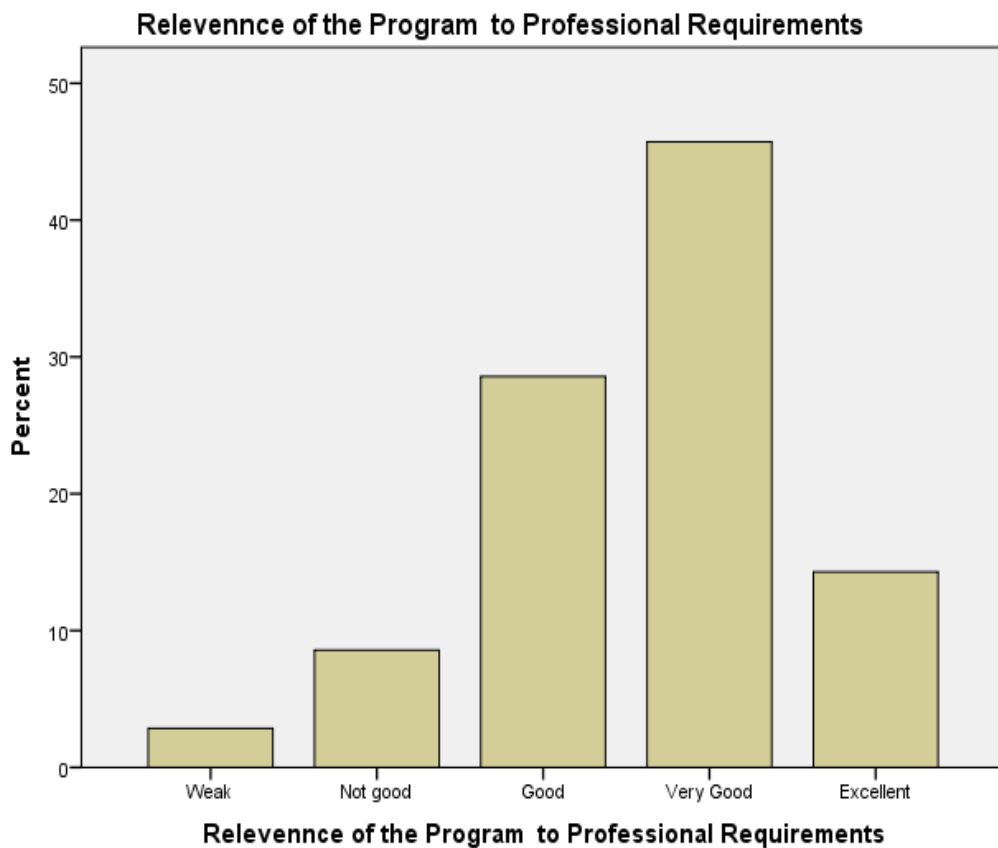
Table: 2.2.1 Ratings based on Relevance of the Program to Professional Requirement.

<b>Relevance of the Program to Professional Requirements</b>		
Particular	Frequency	Percent
Weak	1	2.9
Not good	3	8.6

Good	10	28.6
Very Good	16	45.7
Excellent	5	14.3
Total	35	100.0

The above table shows that 45.7 percent respondents viewed that they benefitted very much from the academic knowledge enhanced by the institution at their work place. 28.6 percent rated the academic program was relevant (good) for their study.

Figure 2.2.1 Ratings based on Relevance of the Program to Professional Requirement.



## 2.2.2 Ratings of Extracurricular Activities

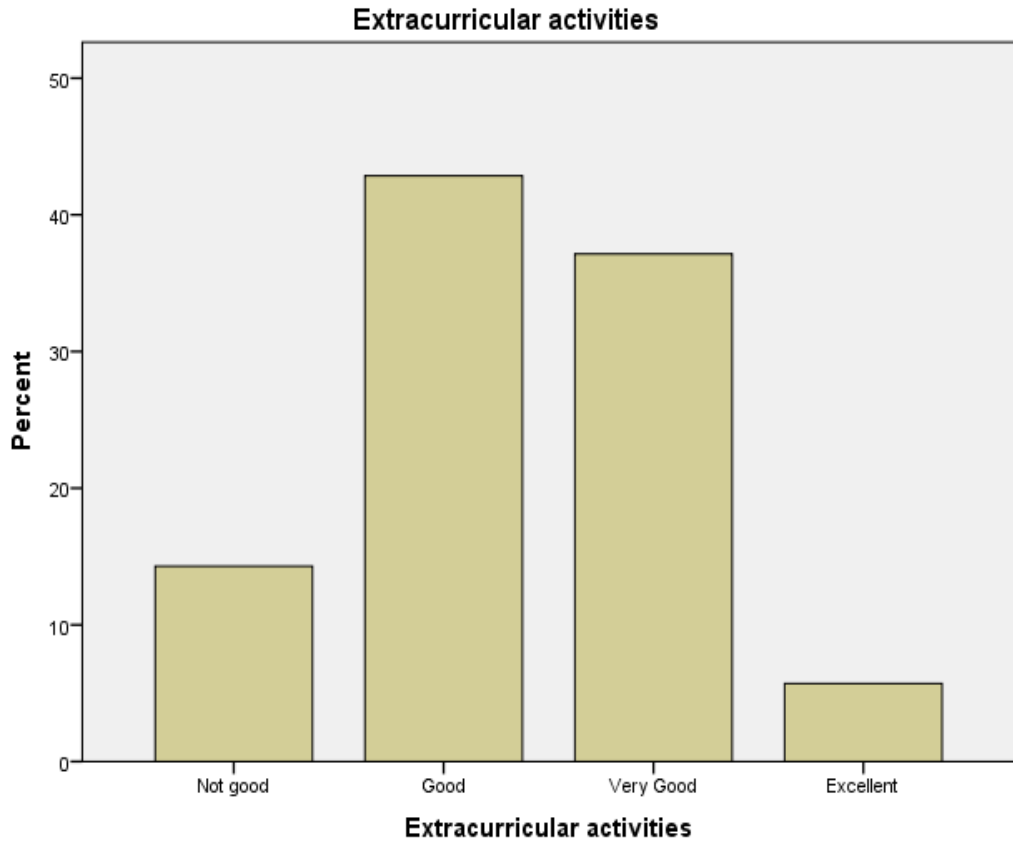
Table: 2.2.2 Ratings of Extracurricular Activities

The following table shows graduates ratings of strength and weakness of extracurricular activities conducted in the campus.

<b>Extracurricular Activities</b>		
Particular	Frequency	Percent
Not good	5	14.3
Good	15	42.9
Very Good	13	37.1
Excellent	2	5.7
Total	35	100.0

14.3 percent of the respondents rated the extracurricular activities of the campus as not good, and 37.1 percent of graduates rated the program as very good and 42.9 percent rated it as good.

Figure: 2.2.2 Ratings of Extracurricular Activities



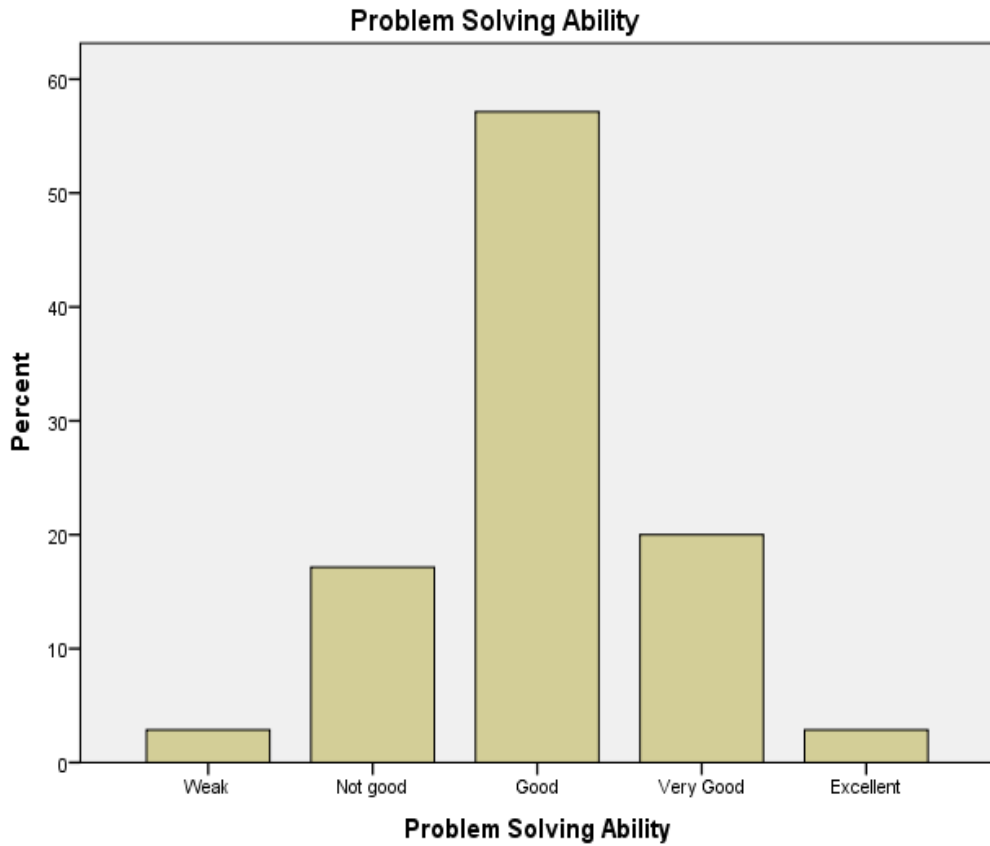
### 2.2.3 Rating Based on Problem Solving Ability

Table: 2.2.3 Rating Based on Problem Solving Ability  
**Problem Solving Ability**

Particular	Frequency	Percent
Weak	1	2.9
Not good	6	17.1
Good	20	57.1
Very Good	7	20.0
Excellent	1	2.9
Total	35	100.0

About 20 percent of the graduates expressed their dissatisfaction towards the problem solving skill they gained during the study. But about 80 percent of the student rated that the problem solving skill they learned during their study in the institute was satisfying for them.

Figure: 2.2.3 Rating Based on Problem Solving Ability



### 2.2.4 Rating Based on Work Placement/ Attachment/ Internship

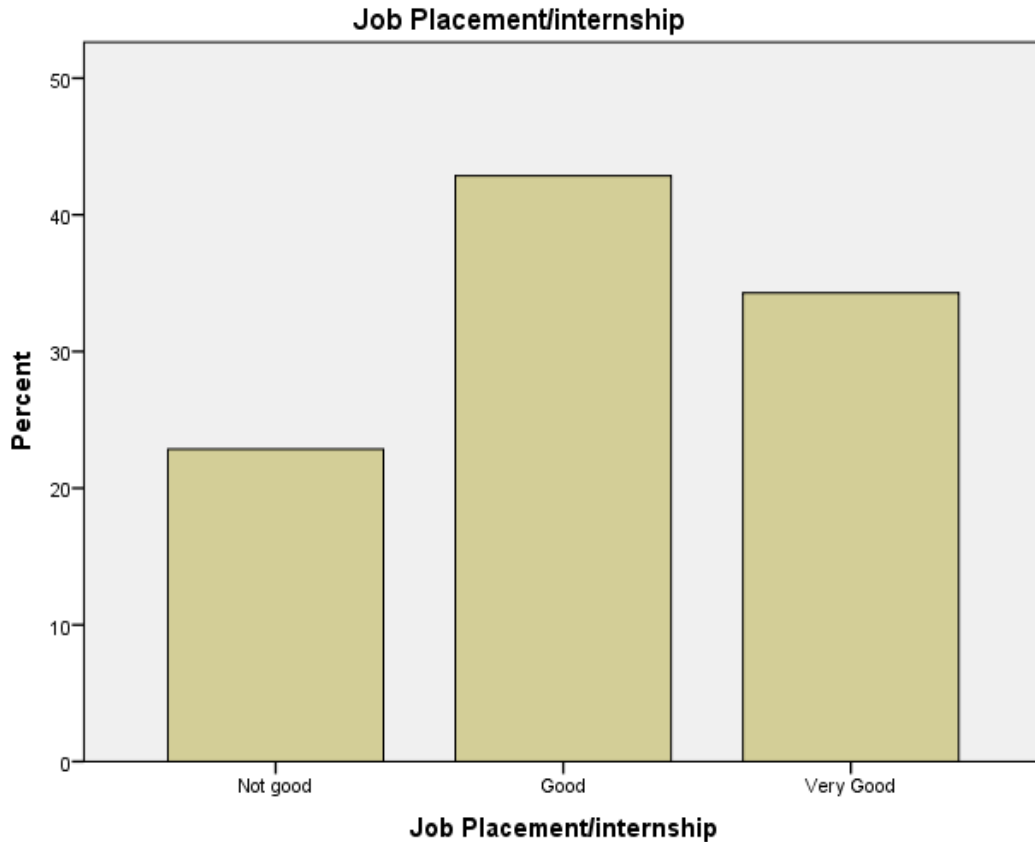
The following table shows the graduates' rating based on work placement /attachment and internship.

Table: 2.2.4 Rating Based on Work Placement/ Attachment/ Internship

<b>Job Placement/internship</b>		
Particular	Frequency	Percent
Not good	8	22.9
Good	15	42.9
Very Good	12	34.3
Total	35	100.0

The above table shows that 22.9 percent of total respondents were not satisfied about the job placement and internship service of the campus where as almost two-third of total graduates (77 percent) are satisfied with job placement and internship service of the institution.

Figure: 2.2.4 Rating Based on Work Placement/ Attachment/ Internship



### 2.2.5 Ratings based on Teaching Learning Environment

The following table shows the ratings based on teaching learning environment.

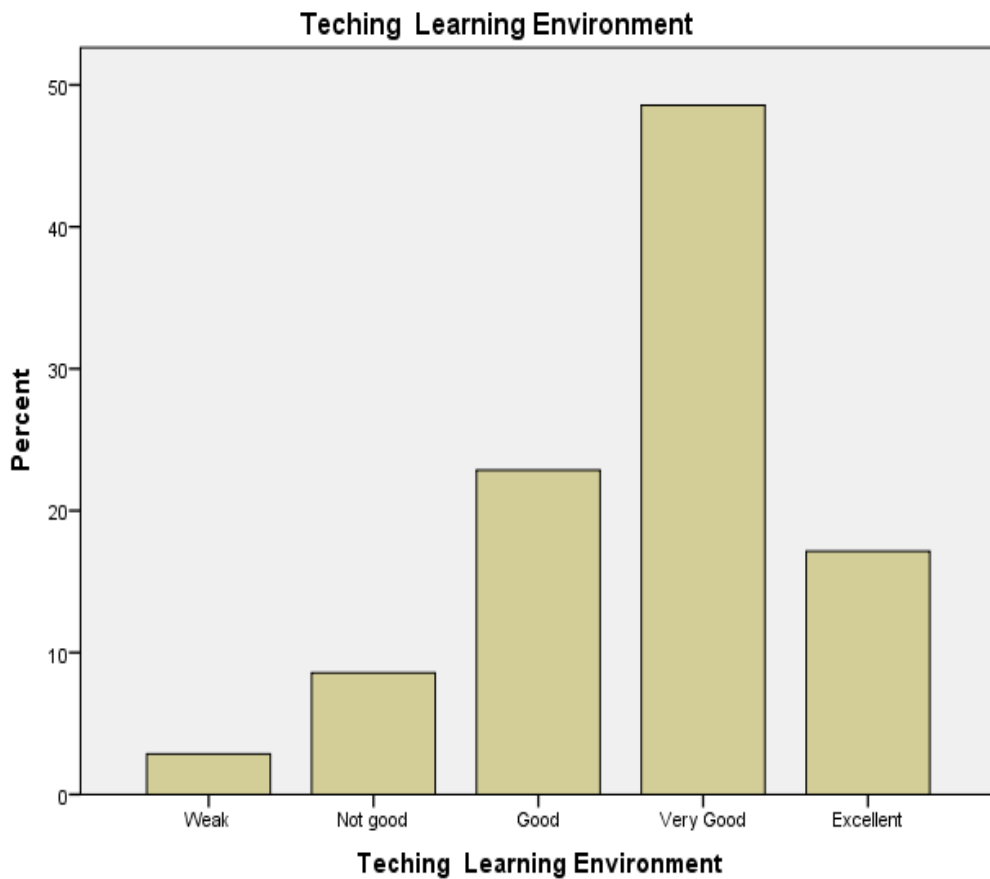
Table: 2.2.5 Ratings Based on Teaching Learning Environment

Teaching Learning Environment		
Particular	Frequency	Percent
Weak	1	2.9
Not good	3	8.6
Good	8	22.9
Very Good	17	48.6
Excellent	6	17.1

Total	35	100.0
-------	----	-------

The above table reveals that 11.05 percent of the respondents found the teaching learning environment of the campus not effective but more than 88 percent of the respondents found the teaching learning environment of the campus effective.

Figure: 2.2.5 Ratings Based on Teaching Learning Environment



## 2. 2.6 Quality of Education Delivered

The following data present the quality of education delivered.

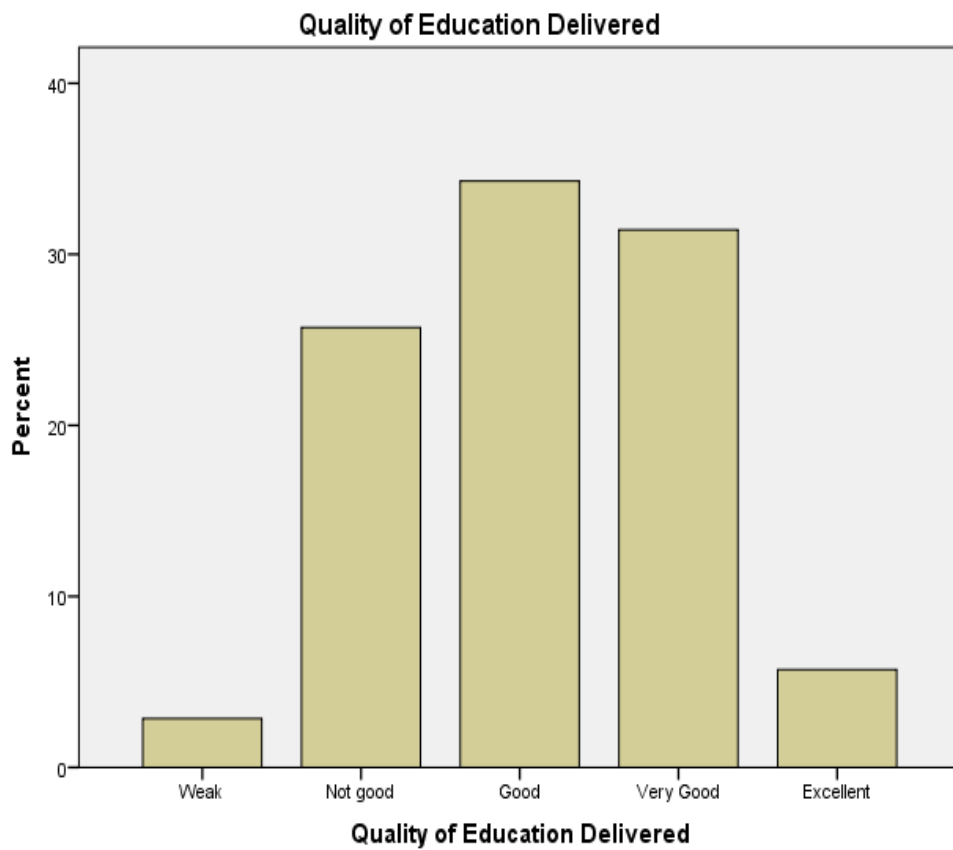
Table: 2.2.6 Ratings Based on Quality of Education Delivered

Quality of Education Delivered		
Particular	Frequency	Percent
Weak	1	2.9
Not good	9	25.7
Good	12	34.3

Very Good	11	31.4
Good	2	5.7
Excellent	35	100.0
Total		

The above table presents that 28.06 percent of the respondents were indifferent about the quality of education. Almost three fourth of the respondent were satisfied with the quality of education imparted in the institution.

Figure: 2.2.6 Ratings Based on Quality of Education Delivered



The following table shows the ratings of institution based on the relationship between ability to work in a team and use of this ability at the work place.

### 2.2.7 Teacher Students Relationship

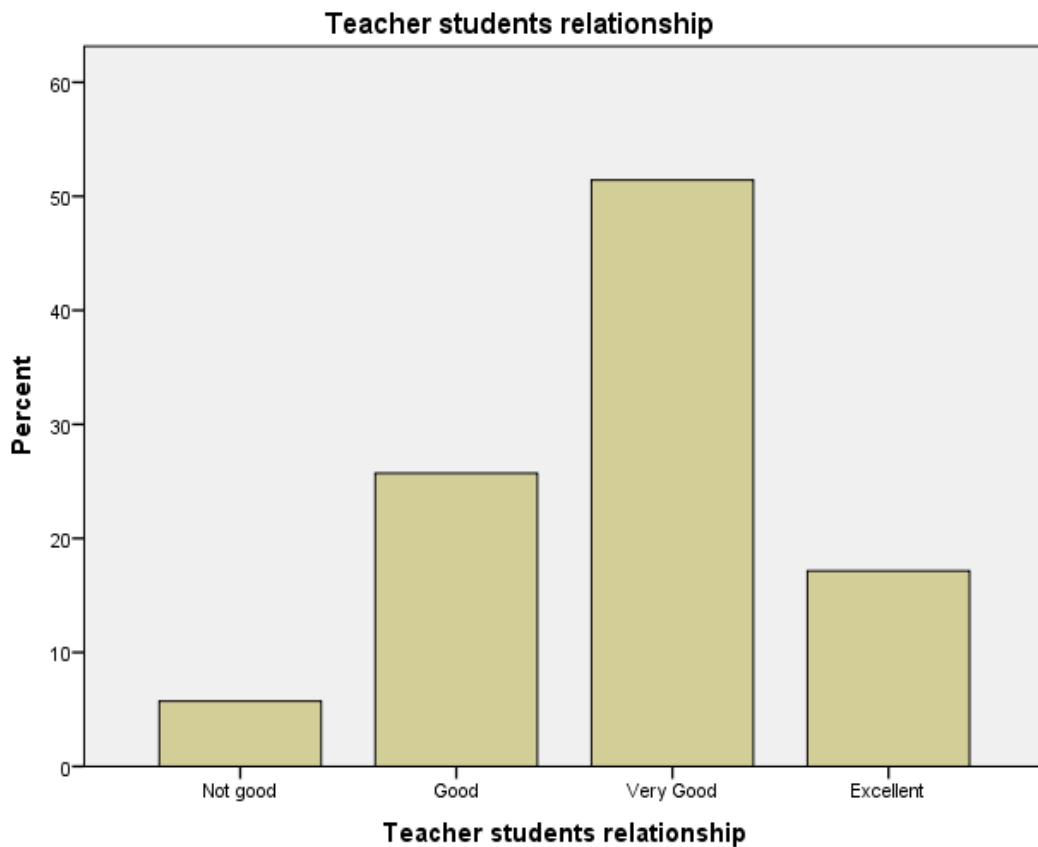
The following table shows the graduates' rating based on teacher students relationship.

Table: 2.2.7 Ratings Based on Teacher Student Relationship.

<b>Teacher Students Relationship</b>		
Particular	Frequency	Percent
Not good	2	5.7
Good	9	25.7
Very Good	18	51.4
Excellent	6	17.1
Total	35	100.0

The above table presents that only 5.7 percent students didn't find the relationship between teachers and students good. Almost three fourth of the respondents were satisfied with the teacher and students relationship.

Figure: 2.2.7 Ratings Based on Teacher Student Relationship



### 2.2.8. Ratings Based on Library Facility

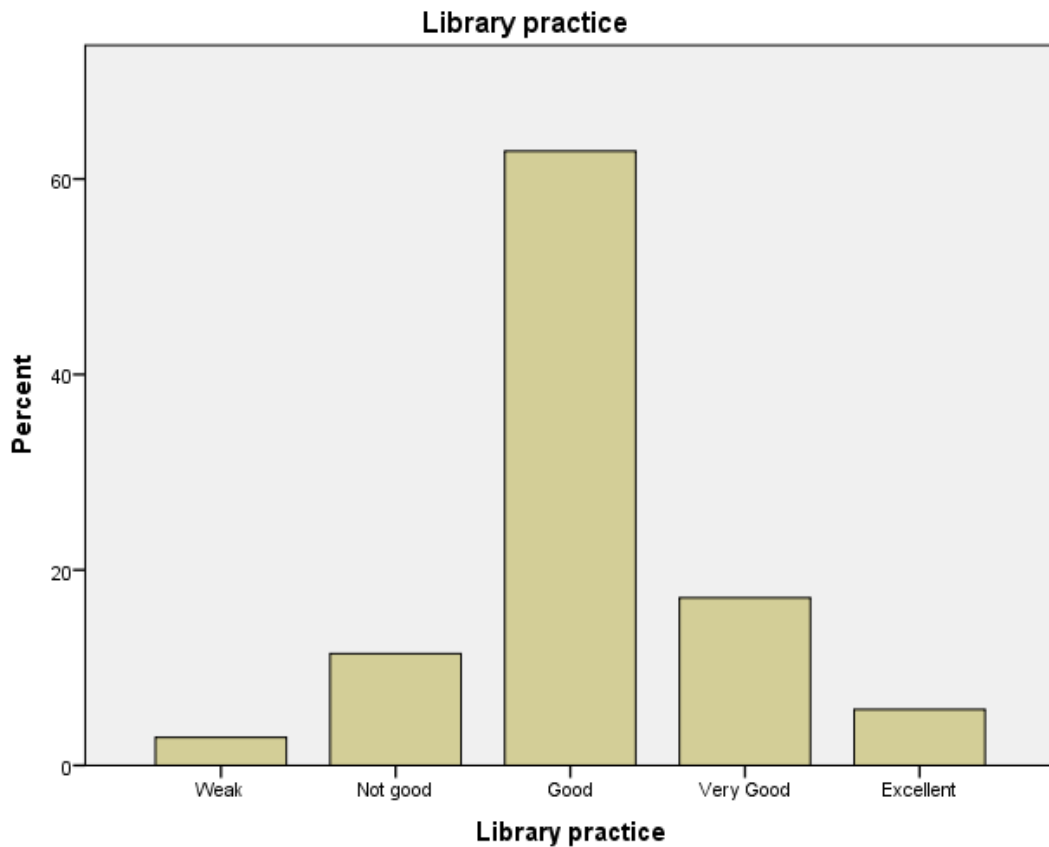
The following table shows the graduates' rating based on the library facility.

Table: 2.2.8 Ratings Based on Library Facility.

Library Practice		Frequency	Percent
Valid	Weak	1	2.9
	Not good	4	11.4
	Good	22	62.9
	Very Good	6	17.1
	Excellent	2	5.7
	Total	35	100.0

The above table shows that more than 85 percent graduates were satisfied with the library service of the campus. Almost 15 percent of the graduates were not satisfied about the library service.

Figure: 2.2.8 Ratings Based on Library Facility



## 2.2.9 Ratings Based on Lab Facility

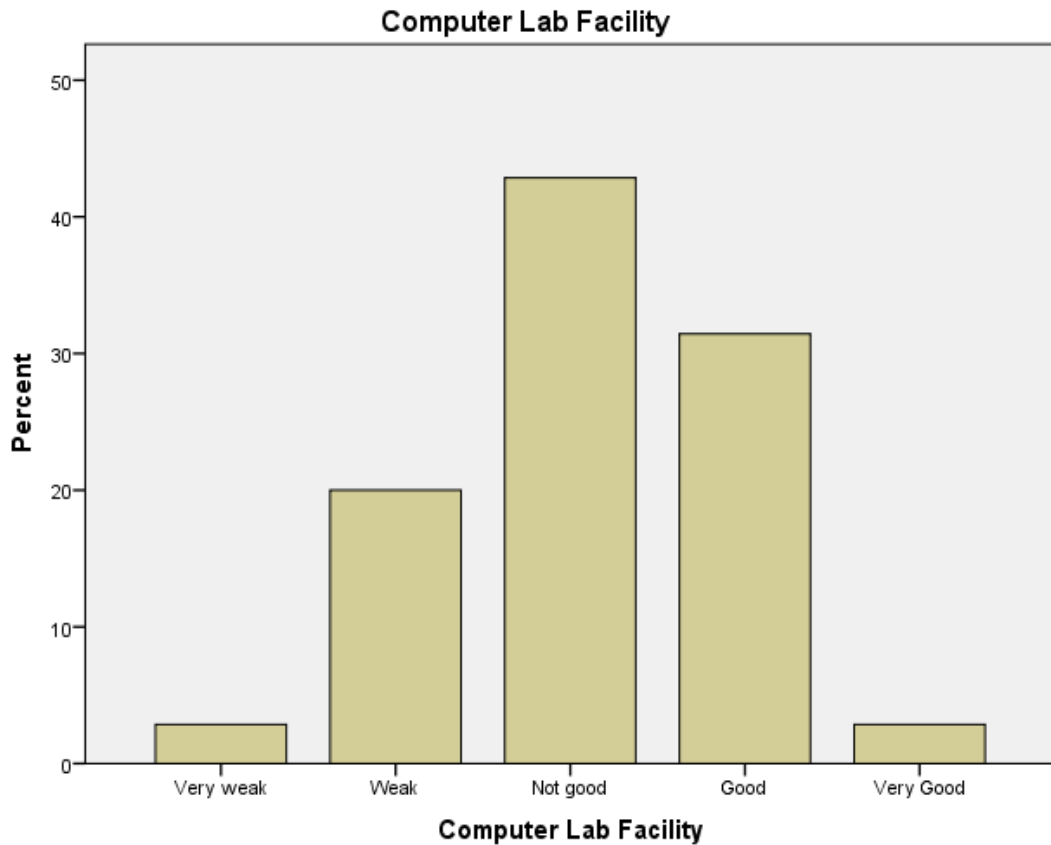
The following table shows the students' rating on the lab facilities.

Table: 2.2.9 Ratings Based on Lab Facility

<b>Computer Lab Facility</b>		
Particular	Frequency	Percent
Very weak	1	2.9
Weak	7	20.0
Not good	15	42.9
Good	11	31.4
Very Good	1	2.9
Total	35	100.0

The above table reveals that almost one third of the graduates were satisfied with the lab facility.

Figure: 2.2.9 Ratings Based on Lab Facility.



### 2.2.10 Ratings Based on Sports Facility

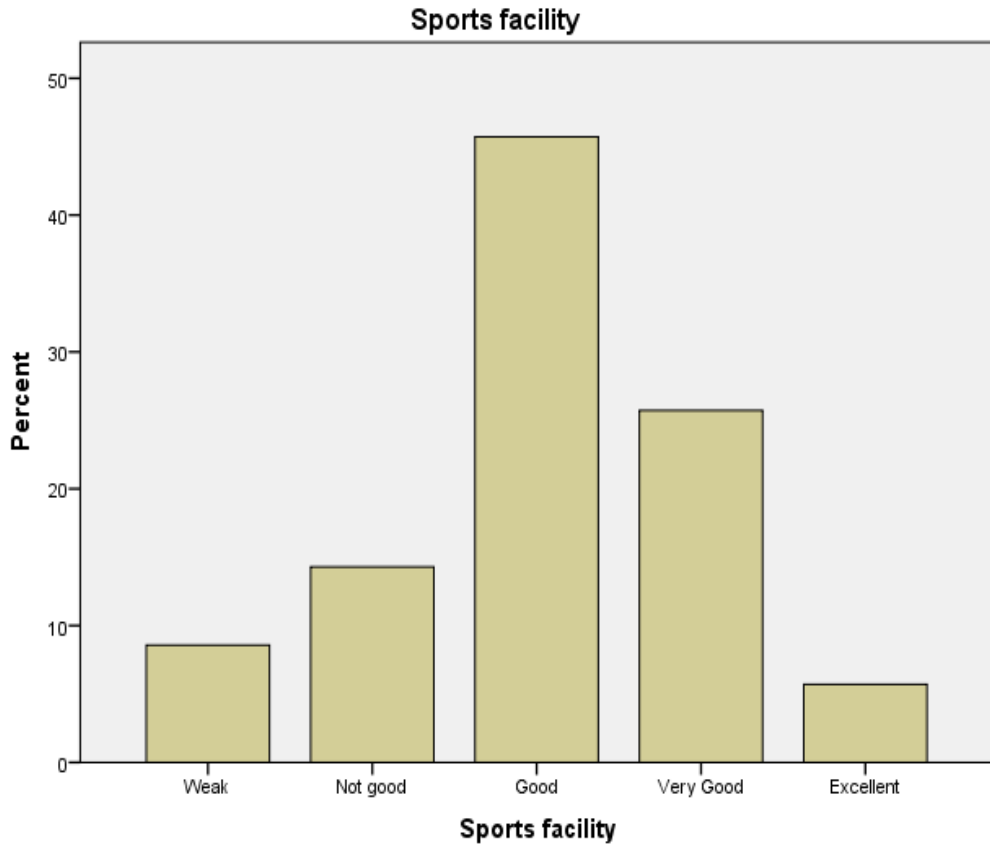
The following table shows the graduates' rating based on sport facilities.

Table: 2.2.10 Ratings Based on Sports Facility

Sports Facility		
Particular	Frequency	Percent
Weak	3	8.6
Not good	5	14.3
Good	16	45.7
Very Good	9	25.7
Excellent	2	5.7
Total	35	100.0

The above table shows that almost three fourth of the graduates were satisfied with the sport facilities. About 22 percent graduates were dissatisfied with the sport facilities.

Figure: 2.2.10 Ratings Based on Sports Facility



### 2.2.11. Rating Based on Canteen/ Urinals

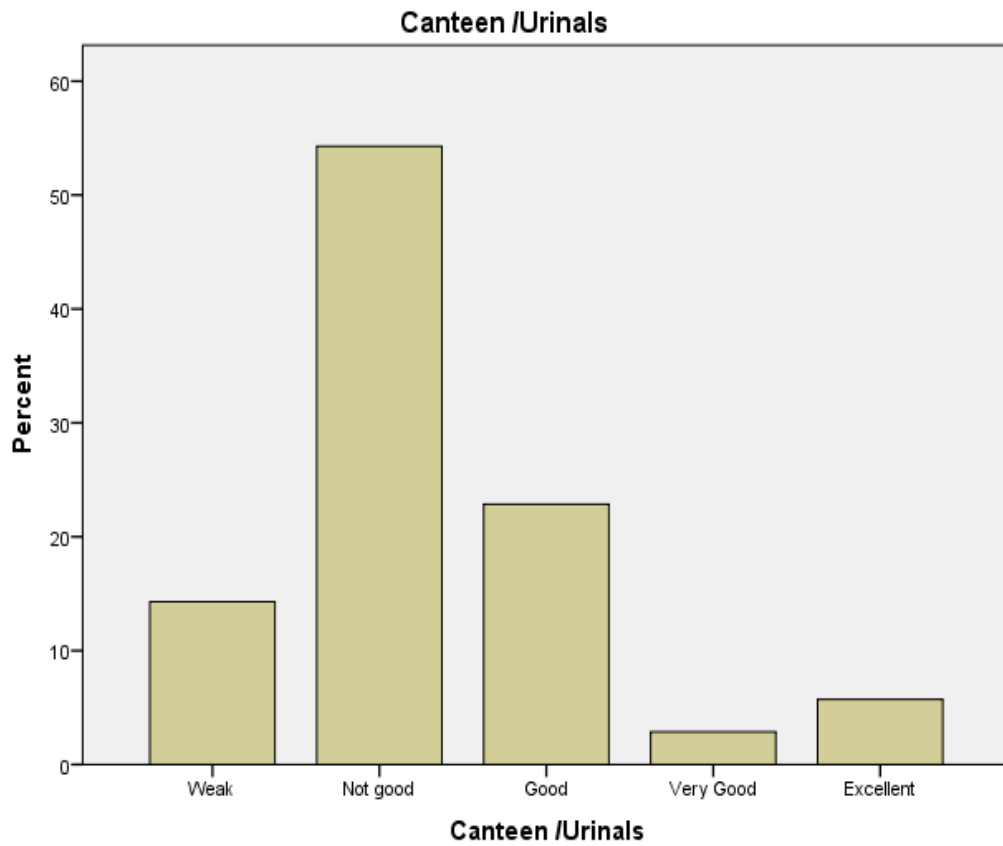
The following table shows students' rating based on canteen and urinals.

Table: 2.2.11 Ratings Based on Canteen/ Urinals

<b>Canteen /Urinals</b>		
Particular	Frequency	Percent
Weak	5	14.3
Not good	19	54.3
Good	8	22.9
Very Good	1	2.9
Excellent	2	5.7
Total	35	100.0

The above table shows that almost 68 percent were not satisfied with the canteen and urinals service of the institution.

Figure: 2.2.11 Ratings Based on Canteen/ Urinals etc.



## CHAPTER - III

### MAJOR FINDINGS

This study is shaped with descriptive design. It focuses on identifying the relevancy of the academic program of the institution to job requirements, extra-curricular activities, problem solving ability, work placement, teaching learning environment, quality of education delivered, teacher –student relationship, library facility lab facility, sports facility and canteen /urinal facility. The major findings of the study are described as follows:

- In 2018, 47 students have graduated from DMC. Out of them only 35 graduates responded the questionnaire of tracer study. Out of total graduates 62.9 percent are from BBS program 14.3 percent are from B.Ed program, 8.6 percent are from B.A program and 14.3 percent are from MA program .
- The data of ethnicity of the graduates shows that 57.1 percent are from upper class, 2.9 percent belong to indigenous, 8.6 percent are from dalit and 31.4 percent belong to janajati.
- Regarding on gender of respondent graduates, 68.6 percent are female whereas 31.4 percent are male.
- Out of total respondents, 51.4 percent graduates are found employed in banks, financial institutions, schools and other institutions and 48.6 percent graduates are still unemployed.
- Out of total respondents, 34.3 percent graduates are enrolled for further study in T.U
- Out of total respondents, more than 80 percent are satisfied with extracurricular activities of DMC. Similarly, regarding on problem solving ability development, 80 percent graduates are satisfied.
- Responding on work placement / attachment / internship, about 77 percent graduates seemed satisfied, and almost 88 percent graduates responded as satisfied on teaching –learning environment of DMC.
- Regarding on quality of education delivered, out of total respondents, almost three fourth of the respondents satisfied with the quality of education imparted in the institution.

- Almost three fourth of the respondents were satisfied on teacher student relationship whereas more than 85 percent graduates were satisfied with the library service of the campus.
- Out of total graduate, almost one third of the graduates were satisfied with the lab facility, and almost three fourth of the graduates were satisfied with the sport facilities of the institution.
- Regarding on canteen /Urinals facility of the institution, almost two-third graduates found dissatisfied.

## **CHAPTER - IV**

### **IMPLICATION TO INSTITUTION REFORM**

DMC is a leading community –based college of Gorkha district. The instruction has been striving to deliver quality education to the community. The current employment status of the graduates' enrollment of graduate to peruses further study and job placement of graduates have indicated that the efforts of the institution in imparting quality education is quite relevant. However, the present study clearly indicates that the college should initiate certain reforms in some specific areas urgently.

This study shows that most of the graduates are from BBS program. The institutional reforms should be initiated to attract more students in the programs like B.Ed, B.A, M.A and MBS. The priorities should be given to new programs and new courses to attract the students.

The caste composition of graduates does not seem inclusive. The high percentage of graduates are from upper class. Indigenous, dalit, and janajati graduates seem very low. It is thus, the college should make special plan, strategy and policy to attract and encourage for graduation to the students from such communities.

The major findings chapter of this tracer study shows that the graduate students are not highly satisfied with lab facility, library facility and use of ICTs in teaching –learning activity of the college. The graduate numbers are increasing from female side whereas male graduates are decreasing. So, it requires institutional reforms in the areas of lab, library, ICT based learning activity in the college. More over the institution should be given priority to launch entrepreneurship development courses. An urgent initiation should be taken for the reformation of lab because the graduates have responded for this facility in very low rate.

## **CHAPTER –V**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

The present study is about the position of the students, who have graduated from DMC in 2075 B.S (2018 A.D.) The followings are the major conclusions of this study.

- The graduates are found working in bank, financial institutions, private company, schools NGOs / INGOs and government services.
- Most of the graduates are working as full time employees.
- The further study rate of graduates is below than the fifty percent of total graduates.
- The gender position of graduates is quite optimistic for female, but inclusiveness in caste of graduates does not have proper balance.
- The graduates are very much satisfied with employment status, teaching – learning environment, work placement, extracurricular activities and teacher-student relationship aspects of the institution.
- The striking conclusion of the study is that most of graduates are dissatisfied with canteen facility of the college.

#### **5.2 Recommendations**

This study investigates the current position of the graduates and their views for improvement of the program of the study in terms of teaching- learning environment and curricular. This study has traced the employability of graduates, their progress in further study, and the campus has gained the feedbacks from the graduates about their experiences in the institution. The graduates have indicated some areas of improvements in the institution. The following recommendations have been offered to the campus to address the issues raised by the graduates.

- The existing infrastructure of the college needs to be up graded for effective teaching –learning environment.
- The campus should have well- furnished classroom, library and lab facility.
- Faculties should provide ICT –enhanced teaching –learning environment.

- There should be regular provision of student's feedback systems.
- Job placement of graduates should be facilities through assisting them in searching the job areas.
- The needed reforms should be initiated to attract students in the programs like B.Ed, B.A and M.A.
- Priority should be given to develop the research culture of both faculties and gradates.
- Academic Audit should be conducted to evaluate the effectiveness of the institutions.

## **Bibliography**

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